

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Margaret Duncan

Official School Name: Valley View Elementary

School Mailing Address:
1400 S. Wasington Avenue
Roswell, NM 88203

County: Roswell State School Code Number*: 555

Telephone: (575) 637-3600 Fax: (575) 625-8297

Web site/URL: www.risd.k12.nm.us E-mail: mduncan@risd.k12.nm.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Michael Gottlieb

District Name: Roswell Independent Schools Tel: (575) 627-2500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. James Waldrip

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 12 | Elementary schools |
| 4 | Middle schools |
| | Junior high schools |
| 2 | High schools |
| 2 | Other |
| 20 | TOTAL |
2. District Per Pupil Expenditure: 7052

Average State Per Pupil Expenditure: 7331

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☒ Small city or town in a rural area
- ☐ Rural
4. 0 Number of years the principal has been in her/his position at this school.
- 2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	38	43	81	8			0
1	29	36	65	9			0
2	37	39	76	10			0
3	36	29	65	11			0
4	32	30	62	12			0
5	40	27	67	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							416

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ 3 % Black or African American
 _____ 66 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 31 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	30
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)].	65
(4)	Total number of students in the school as of October 1.	416
(5)	Total transferred students in row (3) divided by total students in row (4).	0.156
(6)	Amount in row (5) multiplied by 100.	15.625

8. Limited English proficient students in the school: 11 %

Total number limited English proficient 46

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 416

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 65

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>29</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>1</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>45</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	95%	96%	95%
Daily teacher attendance	87%	81%	80%	84%	80%
Teacher turnover rate	7%	14%	11%	11%	39%

Please provide all explanations below.

For year 2003-2004, Teacher turnover rate was 39% due to a large number of teacher retirements.

For year 2006-2007, teacher turnover rate was 14% due to a teacher transfer to other school(s) within district, two teacher retirements, and a teacher transfer out of state.

For Daily teacher attendance, years 06-08 - one teacher with long term medical issues. In the last five years, Valley View has had (3) cases where a spouse or daughter has had cancer and had to be out often to take care of their loved one. In two of the cases, the spouses have passed.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Valley View Elementary is located in Roswell, New Mexico, and provides K-5, Special Education and English as a Second Language (ESL) services to the student population of approximately 416 of the surrounding area. Roswell is a rural and agricultural town of about fifty thousand people and is located in central southeast New Mexico. Valley View Elementary is one of twelve elementary schools in the community. Valley View is located in an economically changing neighborhood, serving a low to middle income population. Because it is a neighborhood school, almost all of the students walk to school. Special needs students have bus service available for their transportation to and from school.

Valley View houses kindergarten through fifth grade classes (K-5), a self-contained Life-skills Special Education Program and a Therapeutic Learning Center (TLC). All classes are housed in a facility built in 1954, with several additions through the years. The current facility contains 36,800 sq. ft. This building includes twenty permanent full-size classrooms, a library (the size of two classrooms), and a multipurpose room, which serves as the cafeteria and gymnasium. In addition, three portables are housed on location. Gifted, ESL, and Occupational Therapy (OT) services are utilized in one portable. A second portable is used for the TLC program. Recently, a third portable is being installed so that the one and half time Special Education teachers can have a place to service students and the ESL program will be moved into this portable to utilize space more efficiently. School wide-activities, after school care, evening programs, and community events are held in the multi-purpose room.

Valley View's purpose is to create a safe and productive learning environment so that all students have success. The mission of Valley View is to provide a free and appropriate public education that meets state standards with community needs and gives our students employability, which provides quality citizens. Valley View's vision is to achieve and provide the student population with a quality education that exemplifies a safe and productive learning environment through nurturing, caring, professionalism, self-improvement, integrity, and responsibility.

Valley View's staff has persevered through program changes and leadership changes over the last five years. Valley View's staff is a cohesive unit that provides the student population with quality education, best practices, and maintains a continuous flow of services throughout the year. The milestones that have been overcome over the last five years have been the programs we've implemented and mastered such as Reading First, Number Literacy (math supplemental and intervention framework), and Reading Mastery (reading intervention program). These programs have helped our Tier 2 & Tier 3 level students be successful and show growth throughout each year and from one year to the next. Even though Valley View has had six leadership changes over the last five years, the staff and students at Valley View have proven that hard work, dedication, commitment, and perseverance will overcome the most difficult situations and reap the benefits of excellent educational practices. Valley View's commitment is producing students that meet or exceed state standards, and our community is committed to providing teachers with professional development using research-based best practices in order to be stronger educators.

Valley View has been recognized by the New Mexico Public Education Department (NMPED) for high performance in student achievement and has received incentive monies - \$27,907 over the last 3 years, has been recognized by the NMPED for student achievement amongst the participating New Mexico Reading First School districts, recognized by the City of Roswell for a beautification award for "Keeping Roswell Beautiful", among other awards.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Valley View's data shows that student achievement has increased since the Reading First program has been implemented in 2004-2005 for grades (K-3). As with any program, it takes a minimum of three years to see improvement and growth. Beginning in the 2006-2007 school year, Valley View's reading proficient plus percentage advance has increased. From the 2006-2007 to the 2007-2008 school year, the proficient plus advanced percentage has increased significantly. In third grade for the 2006-2007 school year, percent proficient plus advance was 57%; in 2007-2008 percent proficient plus advance increased by 18% to 75%. In 2006-2007, 4th and 5th grades implemented the Reading First Intervention Program which enhanced the core basal HM program. This implementation resulted in the success of raising student achievement within our Hispanic subgroup. For example, in 2005-2006, the Hispanic subgroup proficient plus advance was 50% which increased in 2006-2007 to 68% and in 5th grade a significant gain in 2006-2007 of 51% increased to 63% in the 2007-2008 school year. In 2007-2008, there was a decrease in percentage proficient plus percentage advanced from 2006-2007 to 2007-2008 in 4th grade. This was due to the higher cut-off scores for this grade level.

Vertically, as 3rd graders have moved from grade level to grade level over a three year period, proficient plus proficient advance has increase steadily. For example, 2004-2005 3rd graders were at 46%, as they moved to fourth grade (2005-2006) percent proficient increased to 49%, then to 57% as they finished out their 5th grade year (2006-2007). The 2005-2006 3rd graders started at 59.3% proficient advanced, as 4th graders (2006-2007) were 66% proficient plus proficient advanced, then as 5th graders (2007-2008) were 63% proficient plus advanced.

In math, Valley View shows the greatest increase in student achievement starting in 2006-2007 into the 2007-2008 school year. Within two short years of implementing Number Literacy, Valley View's math scores have increased significantly due to the repetition of the use of manipulatives, charts, graphs and a problem solving hands-on approach to learning. In 2006-2007, Valley View implemented the Number Literacy framework which supports the core basal program. Prior to the Number Literacy framework, Valley View's percent proficient plus percent advance was in the 30-40 percentile, however, 4th graders sustained progress and only dropped from 51% to 47%. From 2006-2007, 3rd graders increased from 47% to 54%, 4th graders did not increase due to a higher cutoff score for the 2007-2008 school year, the 5th graders increased from 34% to 61%.

Vertically, the group of 3rd graders who started in the 2004-2005 school year showed no significant increase in student progress from 2004-2007: 2004-2005: 30%, 2005-2006: 35.9%; 2006-2007: 34%. However, the group of 3rd graders starting in 2005-2006 started showing significant gains due to the implementation of the Number Literacy framework in 2006-2007 as shown: 2005-2006: 48.1%; 2006-2007: 51%; 2007-2008: 61%. As with the group of 3rd graders, the 4th grade group also showed no significant gains until the implementation of the Number Literacy Framework. From 2004-2006, 4th grade level achievement averaged 32%. Then, 4th graders begin in 2006-2007 showing progress, scoring proficient plus advanced of 51%; increasing to 61% in the 2007-2008 school year.

According to New Mexico's state assessment system, state performance levels are beginning steps, nearing proficient, proficient, and advance. Proficient and advance performance levels demonstrate "meeting the standard." Information regarding these performance levels can be found via the RISD Website: www.risd.k12.nm.us and through the New Mexico Public Education Department Website: <http://sde.state.nm.us>.

2. Using Assessment Results:

The Roswell Independent School District provides Valley View student assessment data at the school level, teacher level, and individual student level at the beginning of every academic school year. Valley View's staff analyzes, interprets, and applies the data information to drive instruction. For example, the New Mexico Standards-based assessment data at the school level identifies the New Mexico standards and benchmarks by grade level which indicates all reading, math, and science skills tested by cutoff scores, percent proficient, and points correct. At the teacher level, the data indicates the number of students proficient in reading, math, and science in all subgroups at the beginning step, nearing proficiency, proficient and advanced levels. At the individual student level, the data indicates the student's level of proficiency in reading, math, and science.

Valley View's staff reviews school and student data at individual grade level meetings to discuss areas of strength and areas for continuous improvement. Once the skill areas have been identified in reading and math, teachers begin to discuss strategies, best practices, and action plans to implement for that fiscal year. Students are placed appropriately in intervention groups and differentiated instruction is used to meet and address student individual reading and/or math needs.

Teachers continuously monitor data to ensure that all students are making progress and no students are left behind. The principal meets with the Title I teacher and the grade level leadership team to discuss student progress, student intervention, and the level of student achievement.

Finally, the superintendent and his leadership team meet with Valley View's staff twice per year to ensure that the New Mexico Education Plan for Student Success (EPSS) is fully implemented and supported by the school data.

3. Communicating Assessment Results:

The New Mexico Standard-Based Assessment data is distributed to parents at the parent/teacher conferences in August. The Roswell Independent School District requires elementary schools to share short cycle assessment data with the teachers, parents, and their community. The Student Assistant Team (SAT), Response to Intervention (RtI) meetings, monthly newsletters, family reading and math nights are other avenues in which this data is made available and/or discussed with parents. Parents and students are provided opportunities in math and reading to assist their children in meeting or exceeding state standards. Valley View staff provides hands-on workshops at Family Reading and Math Nights to enrich these learning experiences. Parents and community members can also access Valley View's Assessment results via the RISD Website: www.risd.k12.nm.us and through the New Mexico Public Education Department Website: <http://sde.state.nm.us>.

4. Sharing Success:

Currently the Roswell Independent School District has provided other schools within the school district as well as schools within the State of New Mexico to visit Valley View to observe research based practices and program implementations. Valley View is committed to continue sharing best practices, research-based program implementation, professional development plans, progress monitoring tools, documentation of data, and grade level meeting practices at any time throughout the year to assist other school districts in implementation strategies, staff collaborations, scheduling of interventions, and use of data.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Valley View Elementary offers Reading/Language Arts, Mathematics, and reading and math intervention classes, Science, Social Students, Fine Arts, Physical Education.

Reading/Language Arts – Daily reading instruction consist of a 90 minute uninterrupted block with an additional 30-60 minute reading intervention. A core basal reading program is utilized. Instruction is delivered in a small and whole group setting. New Mexico State standards and benchmarks are documented in teacher's lesson plans and student objectives are posted in all teacher classrooms.

Mathematics – Daily math instruction consist of a minimum of 60 minutes which extends to 90 minutes including the math intervention time. Houghton Mifflin 2008 core basal program is being utilized with the support of the Number Literacy Framework. Number Literacy provides teachers and students the opportunity to use manipulatives and charts and graphs to represent skill sets in computation and problem-solving equations. The delivery of instruction is small and whole group.

Reading Intervention – Daily reading interventions consist of 30-60 minutes. Reading Mastery, Corrective Reading, and Sonday Reading are implemented.

Math Intervention – Daily math interventions consist of 30-60 minutes. Reteaching and tutoring of the core program are implemented in small group or an individual setting.

Science – Daily science instruction consist of a variety of times ranging from weekly to bi-weekly to every 9 weeks depending on the grade levels decisions in order to meet the science and social studies requirements. A core basal program is being utilized in small and whole group instruction, cooperative learning, and hands-on learning environment. Daily writing is emphasized throughout the curriculum area. Computers are available for student use; the ratio is 5-7 computers in each classroom. Students visit are local planetarium to enhance the physical and earth science units that are covered in the curriculum.

Social Studies - Daily social studies instruction consist of a variety of times ranging from weekly to bi-weekly to every 9 weeks depending on the grade levels decisions in order to meet the science and social studies requirements. A core basal program is being utilized in small and whole group instruction, cooperative learning, and hands-on learning environment. Daily writing is emphasized throughout the curriculum area. Computers are available for student use; the ratio is 5-7 computers in each classroom.

Fine Arts – The Roswell Independent School District provides Valley View with the opportunity to receive fine arts in our school this includes visual, performing, music, drama, and theater. Teachers and artisan residents of art provide instruction in fine arts weekly. For example, students participate in pottery, mosaic murals with the use of tiles, paints, acrylics, pencil/charcoal drawings, movement through music, use of recorders, drama and plays. The delivery of instruction is provided through small and whole group instruction and cooperative learning.

Physical Education – Valley View students receive physical education three times per week. New Mexico State Standards and Benchmarks drive the physical education curriculum which is delivered in small and whole group, cooperative learning teams, and individual settings.

2a. (Elementary Schools) Reading:

Valley View Elementary participated in Reading First for four years. We are currently continuing sustaining our Reading First framework although the program is no longer supported at the state level. This framework is a 90 minute uninterrupted reading block which emphasizes Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Teachers follow lesson maps and templates that are used as a scope and sequence from the Houghton Mifflin 2001 core basal reading program. During the past four years, the Reading Coach was an essential piece of the success of the program. Valley View no longer has a reading coach due to lack of funding. The Reading Coach modeled best practices, provided professional development, teacher support, analyzed data, and attended grade level meetings, supporting classroom teachers with researched based reading best practices. Small group instruction is a vital component of this framework. The repetition, the introduction of new skills, the review of previous lessons, and presentation of new reading skills are covered through whole group instruction. In addition to the 90 minute reading block, the 30-60 minute intervention is required for all students. DIBELS testing is required three times per year to monitor student progress. Weekly and bi-weekly progress monitoring checks are supported through differentiated instruction based on student needs. Professional development was provided extensively in the areas of the five big ideas: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Grade level meetings provide an opportunity for teachers to meet and discuss students' data and strategies to meet the needs of the students that are not making progress. This opportunity assist teachers in moving students forward and keeps teachers focused on meeting individual needs. The principal's role is to support teachers in providing resources, instructional leadership strategies, and motivation and celebration as students and teachers meet student achievement goals.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

4. Instructional Methods:

Valley View differentiates instruction based on assessment data. The data we are currently using are DIBELS, NM Standards-Based Assessment reports, and Acuity- short-cycle district assessments. The short-cycle assessment is measured three times a year in both reading and mathematics. Students receive small group reading or math instruction on a daily basis. Intervention times range from 30 minutes to one hour. These intervention groups are in addition to the 90 minute reading block and the 60-80 minute math block. Flexible groups are utilized in meeting the needs of students. These groups do not exceed 15 students per group. This is important in achieving the desired results. The reading interventions that are currently being implemented are Reading Mastery Plus and Corrective Reading. In math, we are using re-teaching strategies with small groups. Deficit skills that were identified from the two above assessments are used to place students. Teachers monitor student progress and move students accordingly or exit them from the groups.

5. Professional Development:

Valley View's professional development plan is aligned to the Schools and District Educational Plan for Student Success (EPSS) which drives our school's plan in maintaining or exceeding state standards in meeting Annual Yearly Progress for all sub-groups. The District provides assistance in planning our professional development based on the data we gather from our assessments. Professional development is scheduled as needed and not only twice a year. This has made a huge difference on when we receive training and how often we receive follow-up training. We collaborated with all of our District, state and federal resources to provide the necessary professional development and resources needed to focus on the deficit skill areas in reading and mathematics. We also provide our parents training on reading and math nights in those same areas to help us

achieve our goals. Together, our plan is a cohesive and strategic plan to deploy our best instructional practices to achieve our desired results.

6. School Leadership:

Valley View Elementary School boasts a strong leadership structure. The main organizational system is the Leadership Team concept. Through this team, the principal directs and manages the overall school leadership. The Leadership Team is composed of four Master Level III teachers, six grade level teachers (two of these teachers also hold Level III licensure), and one member of the special education staff.

The Leadership team meets at least once a month to discuss information that is then discussed at weekly grade level meetings. All staff members at Valley View are kept informed through this process. In addition to the receiving information, the entire staff has an opportunity to offer input.

Valley View's Leadership Team is driven by our Educational Plan for Student Success (EPSS). Through our EPSS, we are able to consistently implement policies, procedures, staff development, data mining, and communication to insure the academic success of all students.

For example, by discussing various data components for target students in relationship to the EPSS plan, the leadership team is able to provide support and guidance to grade level teams in order to continuously improve student achievement and sustain student progress. The leadership team discusses program effectiveness to determine best practices and solutions if the team foresees problem areas.

The entire Valley View staff is committed to enhancing the safety of all students. The principal requested that all duty schedules and procedures be reviewed to insure adequate adult supervision and consistent implementation of procedures during all school hours.

The current principal assumed duties at Valley View on October 6, 2008. Even though there have been several administrative changes in the past five years, the dedicated teacher leaders in the building have been able to maintain strong student academic achievement. These teacher leaders are to be commended for their dedication and outstanding leadership strengths.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: New Mexico Criterion Reference Test
Edition/Publication Year: 2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	54	47	48	30	0
% Advanced	9	9	7	0	0
Number of students tested	68	74	54	50	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	3	1	1	0	
Percent of students alternatively assessed	4	1	2	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	54	47	51	25	
% Advanced	9	9	8	0	
Number of students tested	68	74	39	40	
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	45	44	44	36	
% Advanced	8	7	11	0	
Number of students tested	40	55	27	33	
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Grade three was not tested in 2003-2004. Only grade 4 was tested in this year.

Subject: Reading

Grade: 3 Test: New Mexico Criterion Reference Test

Edition/Publication Year: 2008

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	75	57	59	46	0
% Advanced	13	11	9	0	0
Number of students tested	68	74	54	50	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	3	1	1	0	
Percent of students alternatively assessed	4	1	2	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	75	57	59	42	
% Advanced	13	11	10	0	
Number of students tested	68	74	39	40	
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	63	51	52	55	
% Advanced	5	7	11	0	
Number of students tested	40	55	27	33	
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Third Graders were not tested in 2003-2004. Only 4th graders were tested in that year for elementary grades 3-5.

Subject: Mathematics Grade: 4 Test: New Mexico Criterion Reference Test
Edition/Publication Year: 2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	47	51	36	35	50
% Advanced	17	9	4	6	15
Number of students tested	70	57	53	52	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	47	51	42	25	33
% Advanced	17	9	3	3	7
Number of students tested	70	57	33	40	46
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	46	44	47	27	23
% Advanced	13	12	6	6	0
Number of students tested	52	25	36	33	40
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: New Mexico Criterion Reference Test
Edition/Publication Year: 2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	57	66	49	54	42
% Advanced	13	13	4	6	2
Number of students tested	70	56	53	51	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	57	66	49	53	26
% Advanced	13	13	3	8	2
Number of students tested	70	56	33	40	46
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	56	68	50	52	23
% Advanced	8	20	3	6	0
Number of students tested	52	25	36	33	40
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 5 Test: New Mexico Criterion Reference Test
Edition/Publication Year: 2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	61	34	32	24	0
% Advanced	14	5	4	0	0
Number of students tested	64	65	56	59	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	2	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	61	34	29	21	
% Advanced	14	5	2	0	
Number of students tested	64	65	42	39	
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	55	41	36	24	
% Advanced	17	7	5	0	
Number of students tested	29	46	39	29	
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Grade 5 was not tested in the year 2003-2004. Only Grade 4 was tested in this year.

Subject: Reading Grade: 5 Test: New Mexico Criterion Referenced Test
Edition/Publication Year: 2008 Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	63	57	55	58	0
% Advanced	8	12	9	12	0
Number of students tested	64	65	56	59	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	2	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	63	57	55	46	
% Advanced	8	12	7	8	
Number of students tested	64	65	42	39	
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced	52	57	62	41	
% Advanced	10	11	10	7	
Number of students tested	29	46	39	29	
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Grade 5 was not tested in the year 2003-2004. Only grade 4 was tested in this year.

----- **END OF DOCUMENT** -----